

Across Ages Fidelity Instrument

I=IDEAL

A=ACCEPTABLE

U=UNACCEPTABLE

Establish and Organize

Goal: Lay the groundwork and secure commitment for project implementation.

1. Select school(s)

I/A Know your school system and how it works. This will determine the order in which you do the following steps and the people you need to contact.

- Criteria for target population.
Grades 5-8. All ethnicities
High Risk Profile - poverty
 low academic achievement
 poor school attendance
 School violence
 Substance abusing parents/siblings
 Kinship care arrangements
- Superintendent Approval -for project and suggested schools
- District/Local Approval- for project and specific school selection
- Concept Presentation to School Leaders - principals, counselors and other administrators (e.g. team leaders) to select schools;
- Union Approval- Check regulations to see how project expectations/needs mesh with union issues.

U Failure to complete above steps.

2. Develop Community Support

I Call meeting of all participants Or see individually:

- appropriate school personnel (site school principals, teachers, union rep);
- nursing home representatives and others from aging network;
- business and community leaders;
- church reps. and other sites for mentor recruitment;
- elected officials (e.g. community liaison from state rep.);
- drug/alcohol prevention service provider;
- parent representatives; and
- older neighborhood residents.

A Some representatives (e.g. school and parent rep., service provider for elders).attend a meeting/ identify other participants. Project staff follows up individually to secure buy-in

U Proceed in isolation or work only with school representatives.

3. Conduct Planning Meeting
 - I/A Goals of project; project activities; discussion of sites; linkages between schools and community organizations; community service activities for participating youth that will benefit community.
 - U Any discussion that does not address how school and community will work together.
4. Obtain Commitment
 - I All participants commit to project and agree to move forward. Staff develops an MOU (e.g. a contract) which is signed by all groups.
 - A Participants identify process and later date for becoming committed. Planning process not thwarted.
 - U Participants remain uncommitted.
5. Establish Advisory Board
 - I Representatives of all planning and participant groups included.
 - A Some representatives
 - U No advisory board
6. Use Advisory Board
 - I Assessing program progress; leveraging community resources; problem-solving; publicity
 - A Problem-solving, progress of project
 - U Failure to hold regular meetings; ignoring Advisory Board
7. Recruit Site School Teachers for Potential Participation
 - I Principals assist in recruiting teachers to attend informational meeting but teachers self-select e.g. participation is voluntary. Final selection is random from volunteer pool..
 - A Principal identifies/recommends best potential faculty.
 - U Principal selects and participation is mandatory.
8. Present Information to Teachers
 - I Presentation lasting 45 minutes which includes oral overview, video screening, written material (Fact Sheet) for later reference and incentive for teachers to attend (snack/lunch).
 - A Verbal presentation and Fact Sheet.
 - U No presentation. Principal selects.
9. Select Site School Teachers for Participation
 - I Appropriate teachers are experienced, well organized, flexible; volunteer to put out extra effort required for participation; can model project values and expected behavior; are willing to work with older adults.
 - A Newer teachers who understand expectations, express willingness to participate and have the sensitivity and organizational skills to manage.

- U Teachers who do not reflect these qualities but may have seniority over others in the school. Beware.
10. Provide Incentives to Participating Teachers
- I All resources needed to implement project including training and on-going TA for Life Skills Curriculum; quantity of materials needed (such as handouts, posters etc.), buses for community services visits. In addition, buses for (2) school field trips not related to project; parking/mileage for teacher participation in training; extra-curricular pay for after-school meetings.
 - A All of the above except transportation for extra field trips; alternative incentives to comply with union guidelines.
 - U Training but no TA, materials or transportation.
11. Recruit Mentors
- I/A Mentor recruitment begins during planning phase, is on-going and utilizes a variety of strategies (refer to Section 3).
 - U Staff use limited recruitment strategies and fail to anticipate the degree of persistence required in recruiting.
12. Select Nursing Home(s)
- I Administrators, staff and residents embrace concept of intergenerational contact; express willingness to meet goals and requirements of project; some percentage of residents have relatively high cognitive functioning; adequate space for meetings; clean; staff plan and lead activities in conjunction with Across Ages staff and site school teachers; staff likes young people; staff has positive attitude toward residents and models that behavior for the youth.
 - A All of the above except nursing home staff take less active role in planning and participating in activities.
 - U Absence of above criteria. Beware of facilities where staff treat residents with anger and disrespect or where you suspect residents are not well cared for.
13. Select Life Skills Curriculum
- I Selection/use of Positive Youth Development Curriculum: Social Problem Solving Module (Weissberg et.al.)
 - A Selection of another life skills program that is appropriate for target population and has been successfully evaluated.
 - U No life skills training.

Target Population

1. Age/Gender
 - I Sixth grade middle school students ages 10 & 11 are most appropriate for this service as designed. Both male and female students are successful in the program.
 - A The program could be easily adapted to male and female fifth, seventh and eighth graders.
 - U Adapting the program to other grade levels with appropriate program modification.
2. Ethnicity
 - I The program has been implemented successfully with a mixture of African American, Latino, and Caucasian youth. An understanding and incorporation of cultural norms is key to developing a successful program.
 - A The program could focus on one of the previously mentioned ethnic groups. There is no reason to believe the program would not work with another ethnic group.
 - U No program modification to account for differences in ethnicity.
3. Recruiting /Retaining Youth
 - I An introduction to the program is given to the students by program staff, and reinforced by school staff. Consent forms for full participation in the project are signed by the students. Youth doesn't change schools or classrooms during the school year.
 - A Teachers introduce the program to the students. Consent forms signed by students are optional for participation in the mentor component and the nursing home component. Teachers can incorporate a problem solving curriculum into the classroom learning without permission of the students or parents. Youth wants to and does participate in all project activities but is not matched with a mentor due to family's objections OR youth changes classrooms and is no longer able to participate in project activities but does maintain relationship with mentor.
 - U No introduction to the program. Youth wants to participate in project but family refuses consent OR vice-versa.
4. Recruiting Families/Caregivers
 - I Across Ages staff contact families in person and by mail to explain program and obtain written and verbal consent for youth's participation. Family members attend informational meetings. Across Ages staff available by phone.
 - A Across Ages staff contact families in person and by mail to explain program and obtain written and verbal consent for youth's participation. Family members attend informational meetings. Across Ages staff available by phone.
 - U Families have no way to ask questions or receive additional information about the program. Presented only with consent forms and written information.

5. Retaining Families/Caregivers
 - I Mentors take active role in inviting/including family members to monthly Family Day activities and project sponsored field trips and workshops. On-going communication with families, via project newsletter. Staff is, at all times, responsive to family concerns e.g. return phone calls to answer questions, include family in developing mentor-youth goal plans, helping youth set individual goals.
 - A Some combination of these strategies.
 - U Ignoring family concerns/not including parents in any decision-making or program activities.

6. Classroom Profile/Schedule
 - I Youth fit risk profile; entire group of students participate by virtue of attendance in classroom where teacher has been selected; students are in class together with the participating teacher a minimum of two periods per day; self-contained classroom is the most ideal situation.
 - A Students are in class together with participating teacher less than one period per day but teacher has access to youth at least two hours per week, has some flexibility in scheduling and can still meet dosage requirements of project components.
 - U Participating teacher has access to students less than 1 1/2 hours per week and cannot make scheduling changes with other teachers.

Project Implementation - Core Components

Mentoring

1. Recruiting Mentors
 - I Project staff use a variety of recruitment strategies. 1) Presentations to community organizations (church groups, clubs, retirees groups, block associations, senior centers); job fairs; senior expos; 2) using electronic and print media; 3) word-of-mouth; and 4) developing/distributing project products.
 - A Some of the above.
 - U Relying on only one method.

2. Targeting Appropriate Populations
 - I 55 + years and generally reflective of target population of youth; minimum of high school education; mobile/access to own transportation; generally physically healthy; must like/ respect youth; demonstrate ability to work well with youth; no current substance abuse problem; can appreciate project values and model appropriate behavior.
 - A Age not lower than 50; not high school graduate but literate/ values education; some health problems but not so overwhelming as to interfere with relationship; reliance on public transportation; may be substance user(e.g. smoker) but must NEVER use in front of youth.
 - U Too young; health problems that interfere with time commitment and project goals; not easily mobile; any substance use in front of youth.

3. Screening/Selecting Mentors
 - I Written application; face-to-face interview; successful clearance of criminal record and child abuse background check; references; successful completion of pre-service training.
 - A All of the above but could be accepted before pre-service training completed.
 - U No references or clearance. No basis for assessment of qualifications.

4. Training Mentors (Refer to Section VI. 6.2. for mentor training in depth.)
 - I Mentors receive 10 hours of pre-service training no more than two weeks prior to first meeting with youth. Minimum class size is 12-15. Two hour in-service/supervision meetings held monthly. Staff available by phone.
 - A Mentors receive 8-10 hours of pre-service training two weeks to a months prior to meeting youth. In-service meetings held regularly. Staff available by phone.
 - U Mentors are trained too far in advance of meeting youth and lose interest in project. Absence of regularly scheduled in-service meetings. Staff inaccessible to mentors.

5. Developing Mentor Obligations
 - I Mentors spend minimum of 4-6 hours per week in face-to-face contact with youth; commit to at least one calendar year with project; attend in-service meetings regularly; submit all paperwork in timely manner; make contact with parents/caregivers.
 - A Mentors spend less than 4 hours per week with youth but are in regular contact either by phone or letter; skip no more than two weeks without seeing youth; attend some in-service meetings but stay in touch with project staff in the interim; initiate contact with families.
 - U Mentor sees youth sporadically; participates in project activities and in-service meetings only occasionally; does not maintain contact with project staff.

6. Matching Youth and Mentors
 - I Mentors and youth participate in minimum of four training workshops (4-5 hours total) together to facilitate interaction prior to matching; adults and youth self select with in-put from classroom teacher and project staff; one-to-one match.
 - A Mentors and youth have some opportunity to get to know one another prior to matching; teachers and project staff make the matches with in-put from mentors and youth; two youth for one mentor. (Each child must get 1:1 time with mentor).
 - U Match mentors and youth site unseen; mentor has more than three mentees.

7. Planning Mentor-Youth Activities
 - I Mentor spends time in site school classroom; sees youth after school and on weekends engaging in mutually planned activities (library, shopping, movie, skill building, sharing hobby or special interests, sporting event, concert etc.); talk on phone/exchange letters; mentor helps youth set and implement achievable goals; mentor maintains contact with youth's family. Project provides support (tickets to events/ideas/transportation) to pairs.

- A Mentor spends most of time with youth in after-school or weekend activities. Maintains mix of academic and entertaining activities that are mutually planned; maintains contact with family.
 - U Activities are always planned by the mentor with no input from youth. Mentor must carry entire burden of paying for activities.
- 8. Providing Incentives for Mentor
 - I Project offers regular monthly stipend to mentor to reimburse for activities(stipend is not a salary/mentor must submit paperwork and proof that s/he is meeting with youth) ; provides transportation or covers some transportation costs for activities and meetings; provides snacks/lunch at in-service meetings; project staff and youth recognize/appreciate mentor contributions and achievements.
 - A Project covers transportation costs and has some type of activity fund to supplement out of pocket expenses of mentors; recognition and appreciation offered regularly.
 - U No financial support or recognition.
- 9. Monitoring Mentor-Youth Matches
 - I Mentors attend monthly in-service/supervision meetings and submit monthly activity logs. Project staff maintain telephone contact between meetings and are available by phone at all times. Mentors report any difficulties immediately and project staff respond in a timely manner. Project staff conduct Focus Groups with youth to assess progress of matches from their perspective. Rematches done if necessary.
 - A All of the above with the exception of contacting the mentors between meetings. The critical factor is to make sure not too much time elapses without staff-mentor contact and to be vigilant about problems.
 - U Sporadic monitoring. Failing to re-match mentor and youth.
- 10. Terminating Matches
 - I Mentors departure has nothing to do with youth or the mentors personal characteristics. Mentor talks to youth face-to-face and follows up with a letter or phone call. Project staff is able to re-match youth.
 - A Mentor and youth are not a good match. Termination discussion with mentor and youth is facilitated by project staff. Each is re-matched within short period of time.
 - U Mentor is inappropriate in the following ways: too controlling, rigid, judgmental or belligerent; mentor is unable to listen and/or has own agenda; mentor uses substances in front of youth or models other inappropriate behavior (abusive, violent, reckless). Project staff must handle immediately.

Life Skills Curriculum

- 1. Selecting the Curriculum
 - I Selection/use of Positive Youth Development Curriculum: Social Problem Solving Module (Weissberg et.al.)

- A Selection of another life skills program that is appropriate for target population and has been successfully evaluated.
 - U No life skills training.
- 2. Training the Classroom Teachers
 - I Site school teachers are released, as a group, from school for one day and receive five to six hours of training in the use of the PYDC. Project pays for substitute teachers if necessary. Training is held off site and lunch provided.
 - A Training is conducted after school in three two-hour blocks. Refreshments provided and teachers are compensated for after-school hours.
 - U Teachers are given the curriculum manual but receive no training in the program.
- 3. Implementing the Curriculum
 - I Curriculum is taught twice a week until all 26 lessons are completed.
 - A Curriculum is taught once a week.
 - U Curriculum is taught sporadically throughout the school year.
- 4. Reinforcing/Enhancing the Curriculum
 - I Students practice skills by writing/producing plays or skits which demonstrate their understanding of problem-solving and resistance strategies. Teacher also teaches follow-up booster sessions several months after curriculum completed.
 - A Either one of these options.
 - U No type of reinforcement.
- 5. Providing Technical Assistance (TA) for Teachers
 - I Project staff observe and/or teach at least one lesson every four to six weeks; project staff available to help out if teacher requests or needs assistance. All materials (handouts, posters, videos) provided.
 - A Project staff available for TA; provide all materials.
 - U No TA; no materials.

Community Service

- 1. Selecting Nursing Home Sites
 - I Nursing home staff embrace concept of intergenerational contact, model respectful and appropriate behavior toward the residents, enjoy being with young people and will assist in planning activities and recruiting residents for participation. Facility is clean and has one or two large meeting rooms that can accommodate youth and residents. There are a sufficient number of cognitively intact residents who can engage in meaningful interaction with the youth. Facility is within walking distance of the school or a 10-15 minute ride.
 - A Facility can be farther away, depending on scheduling for school and facility. Project staff and teachers can plan activities, providing nursing home staff support the project.
 - U Compromising on any other criteria cited.

2. Training Youth
 - I/A Youth receive at least four to five hours of training prior to visits. Sessions include: 1) Aging/Lifespan Development/Understanding Ageist Stereotypes; 2) Instant Aging (experiential exercise related to physical and cognitive disabilities); 3) Basic Social Skills/Interviewing/Conducting Oral Histories; and 4) Practicing Your Skills (interactive theater or role plays).
 - U No training. (NEVER engage youth in any type of community service activities without training.)

3. Developing Activities
 - I Activities are interactive and creative, involve youth and residents working as a team in pairs or triads. Examples include: 1) playing modified versions of physical games (bowling/basketball/relay races etc.); 2) playing games such as Trivial Pursuit, Scrabble etc. 3) conducting oral histories (youth interview residents about their lives, share photographs etc); 4) creating products (develop a garden at the facility/plant window boxes/ produce videotapes chronicling their time together; and 5) taking field trips.
 - A Variations on these suggestions depending on cognitive and physical ability of the residents and resources of the facility.
 - U Activities where youth only perform for residents or where materials are pre-fabricated and Infantilize both youth and elders (tracing, coloring books, watching TV).

4. Conducting Visits
 - I Minimum of one hour each week for 15 weeks or every other week for 30 weeks.
 - A Minimum of 10 (one hour each) visits during school year.
 - U Fewer than 10 visits during school year.

5. Reflecting on the Visits
 - I Classroom teacher facilitates a discussion after each visit allowing students to talk about what made them happy/scared/fearful/optimistic about their interaction with their elder partner. Students also keep a journal about the experience. This occurs immediately after each visit.
 - A Reflection discussion and journal writing occur at a later time after visit (e.g. next day).
 - U No discussion or processing of any kind.

6. Supporting Community Service
 - I Project provides transportation to facility and assists in supplying materials for projects and any other supplies/refreshments that might be necessary.
 - A Project may have to provide all supplies.
 - U Neither the project nor facility supplies anything.

Family Activities

1. Designing/Planning Activities

- I Project staff, family representatives, youth and mentors plan weekend Family Day events. Activities must be interactive and reflect a variety of interests and cultures. Suggestions include: 1) youth produced talent shows; 2) storytelling, music, dance, arts that reflect youth/family history and culture; 3) cultural and sporting events; 4) physical activities (roller/ ice skating, bowling); and 5) resource and skill building workshops.
- A Planning team may not be as inclusive. Activities vary.
- U Activities that are not interactive, and reflect only one cultural or age-specific interest.

2. Involving Families

- I Families receive announcements in the mail a few weeks before event. Flyers are sent home from school with youth twice during the week prior to the event. Mentors call families to personally invite them. Project staff available to answer questions. Classroom teachers attend (although not mandatory).
- A Flyers sent home from school twice before event. Mentors and project staff assist in contacting families to encourage participation.
- U One flyer sent home with no personal contact.

3. Enhancing Participation

- I/A Project provides transportation, food, and any admission charge if applicable (e.g. roller skating/bowling). Site where events are held are centrally located and easily accessible by public transportation with parking available for those who may drive. Event is all inclusive (siblings et al). Child care provided if necessary. Additional incentives may be offered (e.g. gift certificates to supermarket).
- U Expecting family participation without incentives.

4. Conducting Events

- I Activities are held a minimum of one Saturday a month for three to four hours, or a full day depending on activity (field trip for example). Activity is held on a weekday evening.
- A Activities held every six weeks.
- U Activities held less frequently.

General Operations

1. Structure of School & Project Scheduling

The structure and flexibility of the school schedule will greatly impact the implementation and potential success of the project. Implementing the project in a school with grades K-8 will be much different than a middle school with grades 5-8 or a middle school with grades 6-8. Do core subject teachers teach the project during core subject time or another block? How many times each week are core subjects taught and how long are the teaching blocks? Periods may be 5 days a week for 40, 45, 50 or 60 minutes each day. Periods

may be 3 days a week for 90 minutes each. The project has been successful in different settings, but adaptations had to be made. The management of the school, the management style of the principal and the teamwork of teachers will also impact the implementation of the project.

Flexibility will be needed to schedule the curriculum, the mentor visits and the nursing home visits. Double periods will usually be necessary to accommodate the nursing home visits

- I The project is implemented in core subject teachers' classrooms. Language arts, reading, English, and social studies teachers seem to be best suited to incorporating project with curriculum.
The curriculum is taught by core subject teachers teaching it 2 or 3 times a week for a minimum of 30 minutes. Students need repetition and application to change behavior and adopt some of the skills and strategies taught. Since core subject teachers have the most contact with the students, they are able to reinforce the lessons at other times of the day and week and to encourage students to use the model to solve problems. A drama group or theater troupe assists with teaching the curriculum to enhance application skills.
The mentor matching process is completed in the classroom with teachers assisting the process. Mentors visit the classrooms 4 times.
Students visit the nursing homes 10-12 times for an hour. These visits may be scheduled periodically through the year or every week for 10-12 weeks. Core subject teachers are best able to develop activities with the nursing home directors that enhance the classroom curriculum and learning.
- A Teachers, other than core subject teachers, who have a vested interest in student's social development and experiential learning, implement the project. Special needs teachers are an example.
The curriculum is taught once a week for 40 minutes.
Mentor matching process is completed in the classroom with teachers assisting in the process. Mentors visit the classroom 2-3 times.
Students visit the nursing homes 8-10 times. Appropriate school staff accompany students and assist in planning activities.
- U No flexibility, no pre-implementation planning regarding scheduling, project impact on other teachers, and project needs._

2. Communication

School Administrators

- I School administrators usually include a Superintendent, administrative liaison to the superintendent, School Principal, and /or others who are necessary in assisting project staff in implementing the project. School administrators fully embrace the project, communicate its importance to teachers and students, and demonstrate interest, support and encouragement for teachers participating in it. They facilitate communication between project staff and teachers by enlisting support from school secretarial staff, Vice Principals, school guidance personnel and others. They also

assist in communicating and problem solving system issues and concerns related to the project.

A School administrators are positive about the project, support teachers and assist project staff in communication efforts between school and project.

U School administrators are negative about the program and do not assist in facilitating communication, and /or create barriers to implementation.

Teachers

I Teachers participating in the project have an important function in initiating communication regularly and openly with project staff, students, parents, and nursing home activity directors. They communicate program philosophy, benefits, lessons, and events to students and parents. They communicate program issues, concerns, questions, needs, and progress to program staff. They communicate ideas for activities, needed resources and concerns to nursing home activity directors.

A Moderate ongoing communication established in specific areas and at specific times.

U Little or no communication. Teachers are unresponsive to communication efforts of project staff or nursing home activity directors.

Nursing Home Activity Directors

I The nursing home activity directors initiate communication regularly between visits with teachers and project staff to choose appropriate activities and ensure needed resources, to prepare students for significant changes in residents, and to raise issues or concerns regarding the project.

A Several established times are set for communication between nursing home activity directors and teachers and/or project staff.

U There is very little or no communication between nursing home activity directors, and project staff or teachers. Activity directors are unresponsive to teachers or project staff who are trying to communicate with them.

Parents

I Parents communicate support of project to students. They inform teachers of any positive effects, issues and concerns related to the project.

A Parents discuss project with students and demonstrate interest.

U Parents show no interest in the project.

3. Transportation

Nursing Home Schedules

I The project or school pays for transportation to the nursing home. A schedule is established for the year with the bus company. Students are picked up in ample time to arrive at the nursing home at the designated arrival time. Students are picked up at the end of the activity, and returned to the school in a timely and orderly fashion to minimize school disruption. Bus drivers have directions to the nursing home. The nursing home is within a 10-15 minute ride of the school.

- A Students visit a nursing home that is within walking distance of the school. Bus schedules are established monthly rather than yearly as stated above.
- U Schedules are not coordinated between the school and nursing home. Cancelled or rescheduled visits are not rescheduled with the bus company in a timely manner. The bus driver does not have adequate directions to the school. The bus is late picking up students at school or the nursing home.

Parent Events

Transportation is often a key to parent participation. Resources for transportation need to be examined and

- I Transportation is always provided to parent events for parents who need it. Transportation policies are established at the beginning of the year.
- A Transportation is provided for all out of town parent events, but parents use their own resources for locations in the community. Car pooling systems, or mentors are used for transportation for local events.
- U No planning or consideration of transportation for parent events. No identification of community resources if transportation cannot be provided.

4. Incentives

School

- I Pay teachers' substitutes for release time for project orientation, training, planning and scheduling. Provide concrete resources for schools to participate. Schools are always in need of new equipment (i.e., T.V., VCR, video camera, library materials, videos, etc.)
- A Some of above or negotiated small extras for participation.
- U No appreciation or recognition of burden being asked of schools and teachers.

Teachers

- I Be prepared to provide teachers with concrete resources to enhance his/her classroom, and functioning. Books, supplies, transportation to project related field trips, pizza parties, other classroom resources, project related resources (i.e., journals for students, copies of curriculum worksheets for students, scissors, paper). Be willing to participate in and support general school activities as requested by teachers.
- A Supply some of the above.
- U Provide no incentives to teachers. Assume that schools and teachers will want to do this simply on the merits of the program. This is a great program, but it is a lot of work.

Students

- I You may need to use incentives for a variety of reasons including: to ensure return of project consent forms and permission slips for other activities, to engage whole classes in a given activity, to encourage making phone calls to mentors, to celebrate project accomplishments, etc. The following can be used for incentives for students: Project tee shirts, pencils, pens, pizza parties, drawings for radios, coupons for McDonalds, Friendly's, or the movies.
- A Any combination of the above that will ensure meeting the project goals.
- U No incentives. Assuming that students will not need incentives to accomplish project goals.

5. Role of Project Staff in Site School

- I Project staff is responsible for ensuring implementation of the project to accomplish project goals. Project staff function as planners, trainers, facilitators, problem solvers, motivators, supporters, and observers.
- A Project staff maintain some roles, but train and delegate functions to appropriate individuals who will take responsibility for ensuring implementation of project. This may include school or classroom volunteers or other school personnel.
- U To assume that the teachers will be able to implement a quality project without support and assistance, especially the first year.

6. Role of School

- I/A The school must embrace the project and be a full collaborator for it to succeed. It creates the environment, provides the teaching of the curriculum, interprets the benefits of community service in the nursing homes, acts as a liaison to parents, and supports the mentoring component.
- U The school agrees to participate without believing in the merits of the program.

7. Role of Agency

- I The agency oversees and facilitates the project and its outcomes. Agency staff train teachers and students, provide ongoing support for the teachers, link the school and students to the community, and implement the mentor component. Recruiting, processing, training, matching, and supervising mentors is a key role of agency staff.
- A The school is responsible for all functions except implementing the mentor component and collaborates with an agency to recruit, process, train, match, and supervise the mentors.
- U The school tries to implement the mentor component without the assistance of an outside agency.

8. Teacher Obligations

- I The teacher agrees to incorporate the project and its intergenerational framework as an integral part of his/her curriculum for the year. He/she then agrees to teach a problem solving curriculum, involve the students in community service learning, and a mentor matching process, and participate in the activities that are needed for the project.
- A The teacher agrees to implement the project and the various components without giving it a broader context in the overall classroom curriculum.
- U The teacher picks and chooses parts of each component to implement without consideration to the fidelity of the whole of each piece as well as the project.

9. Mentor Obligations

- I The mentor commits to working with the youth for a year, attending all training sessions, attending all activities for the mentor matching process, attending all ongoing supervisory meetings, and meeting weekly with the youth for 2-4 hours.
- A The mentor attends most of the scheduled session, and discusses material missed with staff. Meeting with the student weekly for 2-4 hours is optimal; some mentors have been successful spending 1 1/2 -2 hours weekly or 6-8 hours a day twice a month.
- U The mentor does not attend training sessions, does not attend ongoing supervisory meetings, and/ or meets sporadically with the youth.

Staffing

This project is a collaborative effort that requires teamwork and an interdisciplinary approach to be successful.

1. Project Staff

Functions

- I The project staff can be configured in different ways, but a variety of functions must be met in the process. About 3 FTE's will probably be needed to implement the project in three schools. A project director, project coordinator, mentor recruiter and mentor coordinator or are the typical overall functions. The project director focuses on the big picture, oversees the project and monitors implementation, recruits nursing homes and schools for participation, and works with school administration and staff. The project coordinator works directly with teachers, students, and nursing home staff. This staff person trains and orients students for nursing home visits, facilitates the development of appropriate activities in the nursing homes, and facilitates the teaching of the curriculum. The mentor recruiter recruits mentors 55 years of age or older. The number of mentors needed will depend on the size of the program, and the number of schools involved in the project. The mentor coordinator trains the mentors, matches the mentors and students, troubleshoots any problems in the matches and conducts ongoing supervisory meetings.

- A The above functions are covered in a different configuration or using different titles. (i.e., The mentor coordinating functions are covered by the project director and the project coordinator. The mentor recruiting and coordinating functions are combined. The mentor recruiter and coordinator is called an outreach worker).
- U The necessary functions are not covered.

Qualifications

Project Director

- I The Project Director has a Masters Degree, experience in administration and implementation of projects, and teaching experience, as well as knowledge of middle school student issues, mentor and intergenerational issues. This person has strong interpersonal skills, communication skills, problem solving skills, good follow through and general organizational skills.
- A The Project Director has a bachelor level degree with many years of experience and a solid combination of other skills.
- U No experience in management or administration, little understanding of school and student issues and little understanding of intergenerational issues.

Project Coordinator

- I The Project Coordinator has a B..A. in human service related field, experience with middle school students, knowledge of school issues, and ability to work with other systems. This person has strong interpersonal skills, communication skills, and ability to coordinate and give attention to detail.
- A The Project Coordinator does not have a degree but has has had many years of community experience, has worked with and enjoys middle school youth and volunteered in the school, has strong communication and organizational skills.
- U No degree, coordinating experience, or work with schools or middle school youth.

Mentor Recruiter

- I The Mentor Recruiter has experience in community organizing, knowledge of the community and strong connections to it. He/she represents the ethnicity of the target population and the majority of the mentors being recruited. He/she is self-motivated and can function effectively as a member of a team. Creativity, perseverance, and are qualities this person will need.
- A No A
- U Little or no experience in community organizing

Mentor Coordinator

- I The Mentor Coordinator has a B.A. in related human service field, has experience training, organizing, and working with a wide variety of people. This person has knowledge of intergenerational issues, middle school student issues, and family issues.
- A No A
- U No experience with middle school students or knowledge of intergenerational issues.

2. School Staff
 - I Teacher has met State and system teaching qualifications and requirements. Teacher has knowledge of and is interested in the role of social development, experiential activities and community service learning for middle school students. Teacher is organized and flexible, can follow through, has positive, mutually respectful relationship with students, and is a good listener.
 - A No A
 - U Teacher does not demonstrate interest in personal growth and development and is not respected by students.

3. Mentor Volunteers
 - I Mentor volunteers should be 55 years of age or more, interested in youth and one to one relationships, have experience with children, be able to establish rapport with youth, be mobile, patient and flexible, enjoy having fun, able to be a positive role model, willing to undergo a criminal background check, and have strong listening and life skills.
 - A No A
 - U Have a negative attitude toward today's youth, be rigid and uncompromising,

4. Nursing Home Activity or Therapeutic Recreation Director
 - I The Nursing Home Activity Director is on staff at the nursing home. He/she is knowledgeable about the aging process and elderly needs. He/she is interested in community collaboration, likes youth, communicates well, is organized and follows through.
 - A No A
 - U The Activity Director does not embrace the project, is not willing to work closely with the teachers and project staff in planning activities and focusing on outcomes.

Training

1. Teacher Training
 - I Teachers receive an orientation to the project as a whole, as well as training around aging issues. Specific training is provided for implementing the PYD Curriculum.
 - A Teachers receive an orientation to the project as a whole, as well as training around aging issues. Experienced teachers may only need an overview of the curriculum and its implementation.
 - U No orientation, no training on issues of aging, and no discussion of the curriculum and its implementation.

2. Mentor Pre-Service Training

Timing/Frequency

- I Pre-service training should be offered at least twice during the school year to maintain a constant number. Mentors are trained within two weeks prior to first

- meting with youth. For school year calendar, train in mid-September and mid to late January.
- A Training could be offered three to four times per year if there is a demand or if each group is small and held up to three or four weeks prior to first meeting with youth.
- U allowing someone to become a mentor who has not been trained.

Content of Training

- I/A The pre-service training offers enough information to help the mentor get started but not so much as to overwhelm them. Topics for training include: 1) early adolescent development; 2) issues effecting targeted youth; 3) mentor roles; 4) steps in developing successful mentor-youth relationships; 5) role of classroom teacher, mentor, project staff in relationship to youth; 6) role of mentor vis-a-vis parents/caregivers; active listening; basic non-judgmental communication skills and; 8) program parameters, guidelines and requirements. New material will be presented at subsequent in-service meetings.
- U Training that does not offer mentor a context for relating his/her life experience to work with youth and does not provide the skills necessary for the mentor to understand the importance of listening, collaborative problem-solving and being non-judgmental.

Training Materials

- I Elder Mentor Handbook (one per mentor); Elder Mentor Training Video and Facilitators Guide; Full Circle Theater; Handouts for each mentor include: project staff information; school information; calendar for project year; sample forms e.g. activity logs, mentor-youth goal plans and other paperwork that will have to be completed. Mentors given three ring binders for materials.
- A Site-specific adaptation of Elder Mentor Handbook; some type of interactive role playing experience in lieu of Full Circle Theater (use Training Video to develop); use all handouts cited plus those relevant to site.
- U No reference materials.

Space for Training

- I/A Facility should be centrally located, accessible by public transportation (if applicable) and have sufficient parking. Transportation or parking costs should be covered by the project. Space should be handicap accessible or at least A user-friendly to those with restricted physical capacity. Training room should be well lighted, have space for training workshop and be able to accommodate serving lunch and refreshments.
- U Space that is not comfortable, accessible or big enough to accommodate participant needs and the types of training activities that will be conducted.

Training Methods

- I/A Training should be didactic and experiential, helping mentors to relate their own life experiences to their work with the youth. (i.e. What were you like at 12/13? Qualities? Characteristics? Do you recall having a mentor? What were the

qualities/characteristics of that person? Do you want to be like your mentor?) Stress the collaborative nature of this endeavor (i.e.. Older adults have a lot of valuable experience, benefits of problem-solving as a group rather than project staff trying to come up with all the answers.) Use large print materials. Handouts should be concise, clear and to the point. Do not overwhelm participants with too much information at once.

- U Too much lecturing. Assuming you are training college students or young entry level workers/professionals and not respecting experience and limitations of participants.

3. Mentor In-Service Training

Frequency

- I Monthly meetings, two hours. Contact with project staff between meetings.
- A No more than six weeks apart. Maintain phone contact with project staff.
- U No in-service meetings.

Content

- I First hour is content workshop which provides more training for mentors in : 1) Training in Social Problem-Solving process (PYDC); 2) communication with youth re. Substance abuse issues, adolescent sexuality etc.; 3) working effectively with parents; and 4) other project-specific issues that arise. Second hour related to individual mentor-youth relationship issues. Project staff assess progress of relationships and utilize problem-solving process with group to address specific problems a mentor may be having.
- A Topic oriented workshop might be held every other month or when needed. Do not eliminate training on PYDC or other life skills program.
- U Eliminating PYDC training; eliminating discussion of mentor-youth relationships during in-service meeting. (Meeting only focuses on social events/ topics.)

Space

- I/A Space should be familiar, easily accessible and identifiable with the project (Awe know we always go to (THIS PLACE) for our meetings.). As cited above, facility should be centrally located, accessible by public transportation (if applicable) and have sufficient parking. Transportation or parking costs should be covered by the project. Space should be handicap accessible or at least user-friendly to those with restricted physical capacity. Training room should be well lighted, have space for training workshop and be able to accommodate serving lunch and refreshments.
- U Space that is not comfortable, accessible or big enough to accommodate participant needs and the types of training activities that will be conducted.

4. Youth

Topics

- I Youth need training in information, myths and issues related to the aging process and the elderly. They also need specific information about the particular nursing

- home, expectations of visitors, appropriate behavior for students, types of infirmities and services for the elderly. Students have also been taught interviewing skills and general social skills in preparation for nursing home visits.
- A Minimum training should include some aging issues and what to expect in the nursing home.
- U No training regarding aging issues or orientation to the nursing home.

Sessions and Methods

- I Three 45 minute sessions in the school classroom. One general orientation session in the nursing home as part of the first visit. Interactive sessions with opportunities for students to experience what it is like to begin losing senses.
- A Two 45 minute sessions in the school classroom. Tour and general orientation session in the nursing home as part of the first visit.
- U No training or only providing information without an opportunity for students to really experience what it is like to age.

Using Project Curriculum and Resource Materials

- I Use of all project materials and resources. These include:
- A Use of some of the project materials and resources; adapt as necessary.
- U Non-use of project materials (or adaptation) , which have been developed with specific populations in mind.

Evaluating the Project

- I Use all process and outcome instruments developed by Across Ages to measure program
- A Adapt the following measures:
Use the following measures as cited:
- U Do not evaluate at all. success. These include:
- A Adapt the following measures:
Use the following measures as cited:
- U Do not evaluate at all.